

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter reports about the research findings and discussions of the analysis of boosters and hedges in thesis abstracts. It is intended to answer the problems of the study. The findings are based on the data which were taken from thesis abstract and other sources. Then, the discussions are based on the result of the data analysis.

A. Findings

This study analyzed the boosters and hedges in thesis abstract of English Department. It also analyzed the boosters and hedges that frequently appeared in thesis abstract.

Observation and document analysis were utilized to investigate the questions of study. The data was gained from English Teacher and Training Education Department Students' Thesis Abstract year 2015-2017. It was collected from the digital library of UIN Antasari Banjarmasin (idr.uin-antasari.ac.id). This study analyzed 20 thesis abstracts. The results of the findings are classified based on the research questions of the study.

1. The Boosters and Hedges Used in English Teacher and Training Education Department Students' Thesis Abstracts

To answer the first research question about boosters and hedges that used in English Teacher and Training Education Department Students' thesis abstracts, the data had been collected through examining graduated

students' thesis abstract. These data were examined using Hyland's taxonomy of interactional resources in his interpersonal model of metadiscourse. Based on the findings, there were 16 items of boosters and hedges in 20 thesis abstracts examined, consisting of 10 boosters categories and 6 hedges categories. The details on boosters and hedges use are presented in table 4.1.

Table 4.1 The Use of Boosters and Hedges

No	Boosters and Hedges Categories	Thesis Abstracts																		Total		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R		S	T
	Boosters	-	5	1	2	-	4	4	2	1	-	3	4	1	2	1	1	5	1	4	3	44
1	Always														1							1
2	Can						1	2				1					1		1			6
3	Conclude						1													1		2
4	Denote				1									1								2
5	The fact																				1	1
6	Find/found				1				1			1					1		2			6
7	Must										2						1					3
8	Show					1		1				1		1	1	1	1	1		1		9
9	Should		4	1			1	1		1		1	1				1			1		12
10	Will		1					1														2
	Hedges	1	3	1	2	2	1	2	-	-	2	1	-	-	-	-	1	2	1	-	1	20

7	Must	3
8	Shows	9
9	Should	12
10	Will	2
Total		44

b. Hedges

Hedges allow the writer to present information as an opinion or plausible reasoning rather than fact. From 16 items found, there were six hedges found in thesis abstracts.

Table 4.3 Hedges

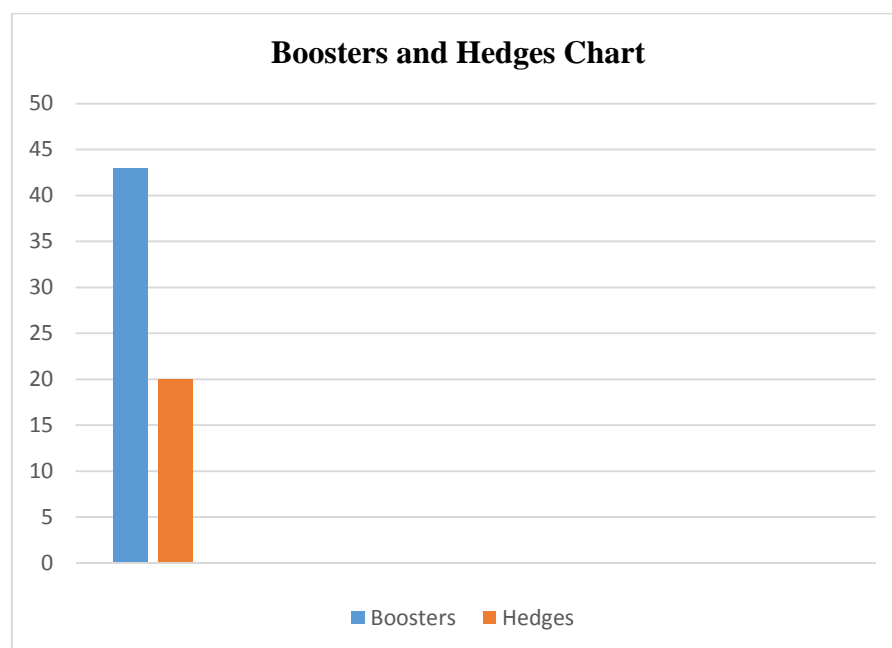
No	Remarks	Total
1	Almost	1
2	General	1
3	Indicate	3
4	Most (ly)	7
5	Suggest	7
6	Suppose	1
Total		20

2. The Boosters and Hedges which Frequently Appeared in Thesis

Abstracts

In previous section, it was found ten categories of boosters such as *always, can, conclude, denote, in fact, find/found, must, show, should, and will*. Then, six categories of hedges such as *almost, general, indicate, most(ly), suggest, and suppose*. The frequency use of each category were various. It meant, there were boosters and hedges category which frequently appeared in thesis abstracts. Data about boosters and hedges which frequently appeared in thesis abstracts are shown in chart 4.1.

4.1 Chart Frequency of Boosters and Hedges Use



Based on the chart above, there were frequency of boosters and hedges which use in abstracts thesis. Boosters had appeared 44 times, while hedges appeared 20 times.

The students probably tended use more boosters because it would make thesis abstract interest to read. Then, it to exprees conviction and assert a proposition with confidence, representing a srtong claim about the study.

B. Discussion

This section review those findings by displaying on some theories connected to each following problem. Thus, the discussion is classified based on the research questions of the study.

1. The Boosters and Hedges Used in English Teacher and Training Education Department Students' Thesis Abstracts

As stated in the background, abstract becomes crucial since readers always read it before reading the entire paper. It becomes the last thing that students write after finishing their thesis, but it will be the first thing that readers seek. Nonetheless, the content of abstract is more important because if it is lack of information about their research, the reader can be able to stop reading their abstract even their thesis (Fajriyah, 2015:51). Related with the problem, this study focused on examining the content of abstracts through boosters and hedges categories.

This study uses Hyland's (2005) taxonomy of interactional resources in his interpersonal model of metadiscourse, which focused on booster and hedges. His taxonomy is based on the research in academic discourse, it makes more influential and many studies used in academic discourse. It is also noted by Hu and Cao (2015:16), Hyland's classification of interactional metadiscourse has been used in many studies of academic discourse (e.g., Abdollahzadeh, 2011; Del Saz-Rubio, 2011; Gillaerts & Van de Velde, 2010).

In this case, the researcher investigated the boosters and hedges categories of English Teacher and Training Education Department Students' thesis abstracts. The researcher found that students of English Department used some boosters and hedges below in their thesis abstracts. It is proved by explanation below.

The results shows that use of booster tends to be dominant in those 20 thesis abstracts. By total 44 times the usage of booster is higher than hedge by total 20 times.

Boosters help writers to express with certainty what they have to say. It expresses certainty instead of doubt (William, 2010:78). The form of *shows, denote, conclude, fact, should, always, found, must, can, and will*, show the certainty of writers in writing argument. As seen in sentence (a) the form *shows* explain that the first semester of English Department students' ability in identifying part of speech can be categorized very excellent, where it expresses certainty. Also in sentence (b) the author

argued without doubt that there are 46 culinary jargons that are found. The following sentences of thesis abstracts show boosters.

- a. *“The result of this research **shows** that the first semester of English Department students’ ability in identifying part of speech of short story can be categorized very excellent with average of total score 81”. (see Appendix II, no. 5)*
- b. *“The result of this research **denoted** that there are 46 culinary jargons that are found in 35 videos of Arjuna (A la Resep Juna)”. (see Appendix II, no. 1)*
- c. *“Based on those result, the researcher **concluded** there is a significant difference between debate club students nemed LiDSEucia and non debate club of the sixth semester at English Department of Tarbiyah and Teachers Training Faculty of IAIN Antasari Banjarmasin”. (see Appendix II, no. 6)*
- d. *“This research based on the **fact** that a half of students who went to Southern Thailand to conduct the Teacher Training Program are not from English department but they should teach English in their school placement”. (see Appendix II, no. 10)*
- e. *“...and English Education Department **should** remind the English lecturers and students on redundancy in writing”. (see Appendix II, no. 3)*

- f. “As a result, they **always** feel happy, understand, and enjoy the subject that being by English Language Fellow in every meeting of the lesson”. (see Appendix II, no. 9)
- g. “... the writer **found** that there are politeness expression used by students in social media communication such as modal verb, negative question form, using gonna and gotta, and ...”.
(see Appendix II, no. 2)
- h. “... the English students **must** practice writing continuously and avoid redundancy in writing especially in descriptive paragraphs...”. (see Appendix II, no. 8)
- i. “... practice English so that **can** speak more interesting than before and then be confident”. (see Appendix II, no. 7)
- j. “The feedback which is given based on students’ expectations **will** give maximum benefit for students”. (see Appendix II, no. 4)

According to Hyland (2005:52) hedges allow the writer to present information as an opinion or a plausible reasoning rather than a fact. As know hedges used was 20 times in thesis abstracts, where it lower than boosters. The following sentences are presented use of hedges in some thesis abstracts.

- a. “This research **indicates** that only 3 kinds of error which are found in written English at public areas in banjarmasin, and ... “. (see Appendix II, no. 11)

- b. *“Therefore, the **most** dominant type of grammatical interference in the English students’ bulletins is syntactical interferences in the case of subject-verbs agreement”. (see Appendix II, no. 13)*
- c. *“**Almost** all of students had problems in learning English”.
(see Appendix II, no. 15)*
- d. *“The writer **suggests** that the students should study more on subject verb agreement, ...”. (see Appendix II, no. 14)*
- e. *“Based on the statement of the problem above, this study **supposed** to know the mastery of English suffixes and ...”.
(see Appendix II, no. 12)*
- f. *“In **general**, their problems were related to low motivation, bad study habit, and attitude towards learning”.
(see Appendix II, no. 16)*

Boosters 44 times and hedges 20 times used in thesis abstracts. The both boosters and hedges very important in these abstracts. Takimoto argued (2015:98) that boosters and hedges are interactional strategies for increasing or reducing the force of propositional statements. The concept of boosters and hedges includes the modification of words or phrases within a proposition and also the modification of one’s commitment to the propositional content.

Various instances of interactional metadiscourse found in the corpus showed writers’ approaches to interact with readers by proposing their

arguments, their feelings, their attitudes and above all their commitment to the text itself (Al-Shujairi,et.al., 2016:385).

2. The Boosters and Hedges which Frequently Appeared in Thesis Abstracts

The second research question is boosters and hedges which frequently appeared in English Department students' thesis abstracts. Based on findings above, the researcher found frequency of boosters were 44 times with 10 categories and hedges were 20 times with 6 categories used in thesis abstracts. The categories often appeared there were *should* used 12 times, *shows* used 9 times for boosters, *most(ly) and suggests* used 7 times for hedges.

Boosters have been more widely used than hedges, even though both are equally important and should be utilized in balance in writing. When reviewing study concerning boosters and hedges, it becomes apparent that the former has been studied more extensively than the latter, especially in abstract writing.